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Language Policy for International Students in Ukrainian Higher Education Institutions

[Polityka językowa wobec zagranicznych studentów w ukraińskich instytucjach szkolnictwa wyższego]

Streszczenie: W artykule przeanalizowano adaptację językową zagranicznych studentów uczelni na Ukrainie, w szczególności ich orientację językową, problemy z adaptacją oraz poziom zaangażowania w działalność naukową i społeczno-kulturalną. Na podstawie przeprowadzonych analiz można wyróżnić kilka typów zagranicznych studentów ukraińskich uczelni. Pierwszy (dominujący) typ stanowią „pragmatycy” zorientowani na język angielski. Studenci ci są aktywni zarówno w pracy akademickiej, jak i badawczej, biorą czynny udział w życiu uczelni. Pochodzą głównie z Afryki (Algieria, Nigeria itd.), Azji (Chiny, Indie itd.) i Ameryki Południowej (Ekwador itd.). Drugim typem są zorientowani prorosyjsko „flegmatycy”. Studenci ci nie wykazują prawie żadnej aktywności pozalekcyjnej. Pochodzą głównie z Turkmenistanu, Uzbekistanu, innych krajów postsowieckich, a także z Turcji. Trzecim typem zagranicznych studentów są „marzyciele” zorientowanymi na Ukrainę. Jest to grupa niejednorodna, zarówno pod względem geograficznym, jak i narodowym. Studenci ci nauczyli się języka ukraińskiego specjalnie w tym celu, aby podjąć studia na Ukrainie. Na podstawie przeprowadzonych badań zauważono także, że większość zagranicznych studentów podejmujących naukę na ukraińskich uczelniach wyższych wykazuje się stosunkowo niskim poziomem znajomości języka angielskiego. Podobnie niskimi kwalifikacjami w tym języku może się wykazać znaczna część uniwersyteckiej ukraińskiej kadry dydaktycznej. Brakuje również materiałów dydaktycznych w języku angielskim. Wskazane byłoby zatem organizowanie odpowiednich kursów języka angielskiego dla zagranicznych studentów podejmujących studia na Ukrainie. Autorka zauważa, że optymalną polityką językową wobec zagranicznych studentów wydaje się być model fiński, który przewiduje naukę języka angielskiego, a dla tych studentów, którzy opanowali już język fiński, nauka jest bezpłatna i istnieje możliwość otrzymania stypendiów.

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Summary: The article analyzes the features of language adaptation of foreign applicants in Higher Education Institutions of Ukraine, in particular, language orientation, problems of adaptation of foreigners in Ukrainian universities, the level of involvement in scientific and socio-cultural activities. The available empirical material makes it possible to identify the following types of foreign applicants: The first (dominant) type English-oriented «pragmatists». These students are active in both academic and research work, take an active part in the life of the university, mostly from Africa (Algeria, Nigeria, etc.), Asia (China, India, etc.) and South America (Ecuador, etc.). The second type consists of Russian-oriented «phlegmatics». These students show almost no extracurricular activity, they are mostly students from Turkmenistan, Uzbekistan, other post-Soviet countries, as well as from Turkey. The third is foreign students who are Ukrainian-oriented «dreamers». This is a heterogeneous group, both geographically and nationally. They have studied the Ukrainian language specifically to study in Ukraine. The main problem, as our research has shown, is the extremely low level of proficiency in foreign applicants who come to Ukraine as languages of international communication (primarily English). The same applies to most teachers of Ukrainian universities who work with these students, as well as the lack of teaching materials in English. It is recommended to divide the courses for foreign applicants by levels. One of the possible guidelines of the optimal language policy is the Finnish model, which provides for learning English, and for those who master the Finnish language – learning is free and there is an opportunity to receive a scholarship.

Słowa kluczowe: polityka językowa; globalizacja; internacjonalizacja; edukacja międzynarodowa; proces boloński.

Keywords: language policy; globalization; internationalization; international education; Bologna process.

Introduction

Nowadays, the process of globalization significantly increases the trend towards international education. At the same time, the number of foreign applicants in higher education institutions of Ukraine demonstrates the dynamics of growth. The integration of Ukrainian education into the single European educational space, which intensified after Ukraine's accession to the Bologna Process in May 2005, had a positive effect on the increase in the number of foreign applicants in higher education institutions. The Bologna Declaration (1999) points to the need to strengthen the competitiveness of European universities in the world through the preservation of European cultural values.

In 2019 according to «Ukrainian State Center for International Education» of the Ministry of Education and Science of Ukraine in our country, there were 80 470 foreign students from 158 world countries (USCIE, 2019). The analysis shows that every year the number of foreign students in the Higher Education Institution of Ukraine increases. This trend

demonstrates that the Ukrainian universities have not only resumed the number of international students studying to 2013/2014 but surpassed it. Statistics show that in one year the number of foreign students increases by an average of 9 thousand, so in 2021 their number (with a favorable epidemiological situation) is projected to exceed 100 thousand people, which is equal to the population of cities such as Kamyanets-Podilskiyi or Brovary. This figure is large enough to analyze in more detail what language policy our state pursues in relation to these students. After all, the growing number of foreign students needs to ensure the provision of quality education. Which in turn will have a positive impact on both the quality of education of foreign citizens and the prestige of Ukrainian Higher Education Institution at the international level.

The above-mentioned circumstances actualize the need to study the topic of language policy of education of foreign applicants in Higher Education Institutions of Ukraine.

Methodology

The methodological approach to the study of higher education is to find out: a) which teaching practices have achieved their current results; b) what are the next transients and what is their further direction. It is important not to attach importance only to current successes, but to try to understand the whole nature of learning (knowledge, discipline, etc.) as an undifferentiated set of current processes and historical pedagogical heritage. This means that the choice of guidelines for future conditions of the subject is based primarily on the criterion of rationality, which in turn contributes to the choice of the most advanced learning technology that provides maximum efficiency in a changing environment. Then the final results of the organization of the educational process will be able to fully comply with the general culture of society. International higher education is an extremely important part of education in general, because in today's world there is global competition among professionals, which means global competition from the universities that train them.

An important feature of the development of the methodology of modern research in the field of educational policy is its three-level structure. The first level is *philosophical*, the second level is *general scientific* (in our case, policy analysis), and the third is a *special scientific* methodological level. The general panorama of the theoretical understanding of the language policy of international students is a common achievement of representa-

tives of various disciplines – philosophers, teachers, sociologists, political scientists, economists, public administration specialists and others.

The idea of three methodological levels of research in educational policy in this context is extrapolated, based on the principle of a systematic approach, which considers any phenomenon as a set of interconnected elements of reality. Let's dwell on these in more detail.

The first level is philosophical. It consists in considering the educational policy towards foreign students as a phenomenon of social reality. This complex set is connected by a certain principle (law or regularity) and correlates with the subject field of the studied process. This means that educational policy as a subject of research is actualized in research procedures due to the intensity of the manifestation of the dynamic properties of socio-cultural trends of modern globalized society.

The second level is general scientific. Language policy in higher education in general and for foreign applicants in particular, is also a social subject, so it has features that are due not only to its own nature, but also the field of social mediation, which is transformed into the core of the subject and, in turn, also determine the essential elements of the formation of both the subject and the method of disclosing its essence in our study.

Of course, when constructing a model of social reality in the mind, it is important that we take it as an ideal. Today, the role of mediation in the subject of research is no less important than the optimization of the cognitive process, and the correct choice of basic methodological principles of its disclosure. These factors are extremely diverse, both systemic and chaotic. They are characterized by a dialectic of random and necessary, dynamic and static.

The third level is special-scientific. In this issue we show solidarity, who notes: «What is called general scientific methodology, that is, materialist dialectics, epistemology and formal logic, is more correctly labeled as the methodological foundations of any science. Hence the need to single out a special scientific methodology. Instead, the researcher argues, it would be more correct to mention «methodological problems», «methodological postulates» of a particular field of knowledge, for which the methodological basis is the above sections of philosophy, as well as logical forms and laws of cognition» (Меркутова, 2003).

Modern theory of educational policy is characterized by pluralism of approaches and polemics of the primary principles of understanding one's own object of study. This complicates our task, because the differences between the principles of subjectivism and objectivism, state-centrism and globalism do not allow us to unambiguously determine which educational policy is optimal and so on. This conclusion will depend on what subjective goal we set.

In any case, we focus on the systemic principle in the study of educational policy. Polish researcher J. Kukułka (2000) reveals the system principle in the studied education as follows: «the system approach consists in the holistic perception of international education and the understanding of the interrelation and interdependence of its elements. It is necessary, given the interdependence of all subjects of international relations and the functioning of international educational systems .» This can be extrapolated to the language policy towards foreign students, as this is a partial case of the more general phenomenon of internationalization of education.

We also support the opinion of the investigator E. Pozdniakov (1986), who notes: «a systems approach is manifested in the unity of the process of studying the system of international education, which avoids the artificial opposition of theories based on induction and deductive theories». Indeed, the variety of manifestations of language policy towards foreign students determines that for its study should involve both deductive and inductive methods.

The system approach in our work is complemented by a structural-functional one, which consists in the idea of educational policy as a system of related elements, which is dynamically developing on the basis of a certain system of values. Note that the current state of educational policy and trends in its development can be determined based on the analysis of its axiological system. Methodologically, these two approaches (systemic and structural-functional) are combined through the understanding of educational policy as a holistic phenomenon, where there are regular connections between its elements, but there is no vertical hierarchy (Terepyshchyi, 2017).

Results and discussion

From September 1 to November 1, 2020, 148 foreign students from 26 countries were interviewed using Google forms. Part of the results announced by us in the conference (Заїчко, 2020). Here we will dwell on the results in more detail.

Yes, to the question “Do you like studying?”, Most respondents answered “Yes” (96%).

During the interviews and interviews, we clarified that, according to them, the training is interesting because:

- you can establish communication with other students and teachers;
- you learn a lot about the culture and traditions of Ukraine;
- you find friends among other foreign applicants.

Subject training is also fun for foreign applicants, but here everything is contradictory. The biggest problems they face here are that teachers themselves are not interested in providing in-depth knowledge to foreign applicants. More than once, students have informed us that they stay out of class, unlike the Ukrainian students with whom the teacher really works. This can be explained as follows: in order to provide quality knowledge, skills and abilities to foreign students, teachers need to be more attentive to them, and this in turn takes extra time, which many do not want to spend. After all, it is necessary to prepare lectures and seminars for foreign students more carefully than for Ukrainian ones. Both foreign and Ukrainian students can be in the group, but they receive different quality of education.

Today, the language of instruction of foreign applicants is mostly English. During the study there is a moment of socialization of students, they get acquainted, share their knowledge, skills and abilities, as well as establish interpersonal communication. However, it can be difficult for foreign applicants to adapt to new conditions and realities. Often they are victims of bullying (harassment) by other students, such as through language features as other features. This is in fact unacceptable and needs attention not only from teachers and the university, but also from law enforcement agencies. The university should have a comprehensive system for preventing discrimination and bullying, conduct certain trainings, and so on.

When asked about the level of English language proficiency, most respondents answered that they have intermediate and high levels, this result shows that the level of educational services in the Higher Education Institutions of Ukraine have prospects for providing quality knowledge, skills and abilities to foreign applicants. Also, teaching subjects in English produces a demand for research in English as well. At the same time, the teacher and the student must speak English at the appropriate level in order for the learning process to be clear, accessible, interesting and meaningful. Which in turn will lead to the development of Ukrainian Institutions of Higher Education and the improvement of Ukraine's education system in accordance with the standards of the Bologna Process.

At the same time, one of the key questions is "What difficulties arise during training?" showed that there really is a need to improve the educational process for foreign citizens.

In this aspect, two problem areas were identified: first, the language barrier between the applicant and the teacher (44.1%); second, the lack of audiovisual initial materials in a language understandable to the learner (41.9%). Only 9.4% of students singled out the complex content of education

and it is also partially related to the language of instruction. At the same time, only 2% of respondents have no problems. In order for international education in Ukraine to become better and more promising and for foreign citizens from Western Europe, America and Australia to come to study here, these problems need to be minimized.

As for the problem of insufficient amount of visual materials, they should be addressed by teachers within their job responsibilities. And the extent to which teachers are interested in providing foreign applicants with the necessary knowledge, skills and abilities should be controlled by the management and the staff of the departments should be selected accordingly. Full-fledged meaningful education is the basis of higher education. These problems must be overcome by internal and external quality control of education. After all, the main task of a teacher today is no longer 100% provision of educational material. And the ability to motivate students to find the necessary material, the ability to establish communication, to involve applicants in various activities, including scientific.

The results obtained on the question “What difficulties do you have when communicating with Ukrainian students?”, Which not only record the problems that we hypothetically admitted, such as misunderstanding of language (24%) or unwillingness to communicate (10%), but also reveal dangerous trends – bullying (5%) and language discrimination (24%), which is unacceptable in a civilized society.

As researchers of these problems note: “Bullying (harassment) – actions (actions or inaction) of participants in the educational process, which consist of psychological, physical, economic, sexual violence, including the use of electronic communications against minors and (or) such a person in relation to other participants in the educational process, as a result of which the mental or physical health of the victim may or has not been harmed. Typical signs of bullying (harassment) are: – systematic (repetitive) actions; – the presence of the parties – the offender (buller), the victim (victim of bullying), observers (if any); – action or inaction abuser result in the infliction of mental and / or physical harm, humiliation, fear, anxiety, subordinate interests of the victim offender and / or causing with social isolation victim” (Протидія булінгу, 2019).

Indeed, we agree that these phenomena must be overcome. How exactly this should be done depends on different approaches to solving such problems. The specific circumstances of the situation in which foreign applicants find themselves must be taken into account, a clear anti-bullying algorithm must be developed and no prevention of such actions in the future. After all, if such things are not taken into account, then in the future it will lead to serious problems with human rights violations.

Regarding the question “Do you take part in scientific events (conferences, round tables, etc.)?” The majority answered “no” (75%) and 25% said “yes”. This is a rather low indicator that needs to be improved, as scientific activity is one of the priorities of higher education. On the other hand, it would be interesting to compare this indicator with the level of participation of Ukrainian students studied in similar educational programs.

To the question “Do you attend cultural events at the university?” We received similar answers to the previous question, namely: 25% said “yes” and 75% “no”. The reasons for such a large number of passive students are as follows: 41% of respondents indicate that events are held in a language they do not understand; 34% of respondents do not want to participate. These indicators are quite significant and it is not advisable to ignore them. It was found that most of the reasons for the passive attitude towards attending university events is the language of their holding, which is not clear to foreigners. This problem needs to be solved in two directions: firstly, to organize events in the native language for foreigners with the involvement of senior students from the same country who have already undergone adaptation, and, secondly, to intensify applicants to learn English and Ukrainian. Then we will rectify the situation, and foreign students will have a desire not only to join student life, but also to be organizers of cult events.

Evidence suggests that most questions about whether foreign applicants participate in scientific and cultural activities are unsatisfactory. This means that knowledge, skills and abilities are not reinforced in practice and foreign applicants are excluded from the full educational process and student life as such. That is, they study not qualitatively, but only to obtain a diploma. This problem is complex, it requires the development of an effective strategy to solve, in particular through the involvement of foreign applicants in various university activities, through the motivation of teachers who work with them.

To the question “What language do you read educational literature?” The majority of applicants answered that in English (57%). This means that English-language didactic materials in the modern world are quite accessible, in particular through the Internet. When asked in what language applicants read at leisure, most answered that they were different. This means that foreign learners have certain language skills, they just need to improve, which is embedded in the educational process as such.

Regarding the wishes of applicants, the main results are presented in Fig. 8. Leaders wish to improve the quality of lectures given by teachers (22%), more materials for lectures (26%), and students lack information

about additional opportunities for scientific and cultural content that are available at the university (31%).

Among the answers there were detailed comments that deserve special attention. Thus, one of the students from the United States, who is studying in the educational program “Russian Philology”, said: “A huge problem that exists in my group is that students are not divided into groups of abilities. There are those who have made great progress, and there are some who really speak very little Russian and do not understand anything at all. This is a distraction for teachers, and is difficult to succeed for more advanced students. In my opinion, division into groups would be really useful. Maybe even for a weaker group it would be more useful to study separately, maybe they would understand something, and stronger students could focus on advanced topics”.

Another student from China, who is studying in the educational program «Ukrainian Language and Literature», said: “Before the classes, send lectures or presentations in advance. It is convenient for us to preview. Classes are a little hard to understand”.

Recommendations for improving language policy

The recommendations presented in this section are based on two sources – the analysis of the works of other authors and the data obtained during the empirical stage. Analyzing the factors that are crucial for the successful adaptation of foreign applicants, it should be noted that there are many – from the mentality to the level of intelligence and even health. Thus, emphasizes the need to take into account the multifactorial model of adaptability: “The innate foundations of adaptability are temperament, emotions, constitution, level of intelligence, external data, physical condition of the body and so on. There are high-, medium- and low-adapted people. The level of adaptability depends on education, training, living conditions and lifestyle and is largely determined by personal qualities, as well as the implementation of adaptation measures” (Довгодько, 2013).

Indeed, adaptation in the literal sense of the word means a continuous process of adaptation to the requirements of reality; figuratively – means a complete restructuring compared to the past. Gradual change and a variety of changes for an international student is a constant learning of new principles of using the knowledge accumulated in other cultures and universities. This process often requires a deep understanding of the meaning of the research material. It is the process of adaptation that leads to the development of the student’s personality in the first year of study in a foreign country.

Then Dovgodko provides the following classification of adaptive capacity of foreign applicants: “1) physiological adaptability (to climate, ecosystem of the region, food, water, etc.); 2) psychological adaptability (adaptation to new types of life, to changing life situations, etc.); 3) social adaptability (accept new values, communicative, redirection, etc.)” (ДОВГОДЬКО, 2013).

We fully share this approach, because the behavior of a foreign student who encounters unusual or socially unacceptable for him images and temporitas of Ukrainian reality, will often be similar to the behavior of a tourist arriving in an unfamiliar city. He has no idea that he is one of the participants in one of the most dynamic cultures in the world – a cultural zone in which real cultural revolutions are taking place. It is this phenomenon, and not just linguistic differences, that is the criterion of cultural nationalism, which has been repeatedly recorded in Soviet pedagogical literature.

To improve the conditions of adaptation and make it minimal over time, various authors offer their advice. Thus, Ishchenko emphasizes the humanitarian component of training foreign students: “Given the contingent of foreigners who choose Ukraine for higher education, it is necessary to deepen the humanitarian component of their education” (ІЩЕНКО, 2010).

Indeed, humanitarian education, both in Ukraine and in the West, has traditionally been one of the priorities that defined the goals of education and training. At the same time, the cultural situation in Ukraine does not contribute to the technological and methodological growth of Ukrainian humanitarian education. Therefore, the ideological shift towards strengthening the humanitarian component in training is the most important problem of Ukrainian educational policy. If the humanitarian components of education and training are at least partially in the focus of the state, the adaptation of foreign students will be more effective.

Also Ishchenko proposes to involve adaptation of foreign students to other students who have passed this way: “The process of passing social adaptation of foreign students may significantly improve if we take into account the fact that most foreigners help students adapt the same nationality as they themselves, but who have already gone through this process. This type of cooperation also contributes to the normalization of collective relations between students and teachers, as well as the development of interpersonal trust, which forms a positive cultural space that can hold a creative audience aged 18 to 24 years. Thus, the cultural transformation, as a result of which the attractiveness of education for foreign students will remain its force, will be carried out due to the complex interaction of two factors: intensification of cultural life of foreign students with the in-

volvement of Ukrainian; work with students with the involvement of representatives of other cultures”.

Another flagrant aspect of adaptation is raised by researcher Volobuyeva: “A foreign student should be provided with the necessary amount of knowledge, rules of communication and communicative exchange” (Волобуєва, 2014).

We believe that the most appropriate language for this is English, although Ukrainian can play a socio-cultural role. This is facilitated by the presence in the structure of education of a two-level functional superstructure: English and Ukrainian. The influence of formal and informal social ties, characteristic of the social institutions of modern Ukrainian society, leads to the fact that a foreign student who has access to social information, often begins to perceive the Ukrainian social space as a given that can not be dominated or used only to achieve personal goals. Therefore, the educational institution where he studies becomes in his eyes a kind of model of the ghetto, where everything is interconnected, interdependent and the only purpose – to be a center where obtain diplomas.

Also Volobuyeva emphasizes taking into account the peculiarities of the countries from which foreign applicants came: “teachers at work... should take into account the multifaceted nature of national cultures, values, norms, traditions, rituals. Knowledge of the peculiarities of national cultures helps the teacher to provide the best pedagogical conditions for learning, acquiring professional skills, development of the student’s personality” (Волобуєва, 2014).

This is also right, because foreign students consider each lecture as a given program, and in parallel study the language, culture, history and others. In this regard, many teachers emphasize a certain national discourse. Cultural structures such as language, customs, national mentality, etc. affect the level of education. An important role in the education of national identity is played by cultural and historical features related to the history of the country from which students came to Ukraine. This is primarily the use of national symbols, which strongly influence the way of thinking and human behavior. Most importantly are cultural laws and traditions. Usually first-year students are not interested in their content. It is useful to know that they have a huge impact. Symbolic games are especially useful for the formation of national values. Narrative – historical aspect, which is developed in the learning process, is very important. For example, studying history means not just telling lectures, but realizing the universal connection between the past and the present.

Researchers suggest not to forget about the age characteristics of the contingent of foreign applicants: «age characteristics and differences

should also be taken into account. Some students come to Ukraine not immediately after graduation, but after gaining some life experience. Some students seek a higher level of education or a second higher education. Considering all these features, the teacher should ensure that the impact on personal and professional growth of each student» (Волобуєва, 2014).

Indeed, students who already have life experience try, as teachers say, to «make sense of their lives», they more often perceive the world around them through the prism of their own experience. So they show their character and their view of the world. Students who are already 30 or 40 years old are much less likely to agree with teachers. This is because many of them think that their own views are more correct. But in reality, only a personal reaction determines that they are right, and that is why their own position is generally different from the views of younger students. The teacher cannot change the course of their reasoning if they do not seek to do so themselves. The same is true for them in relation to the teacher. By showing self-criticism and trying to look objectively at their views, they certainly become more honest and objective.

Volobuyeva rightly emphasizes the socio-domestic problems: «socio-economic adaptation is associated with the level of material security and the possibility of realizing the potential of a foreign student. “Indeed, the socio-economic adaptation of foreign students is based on a system of measures to meet basic living needs: security, food, personal leisure, transport, access to information, recreation and entertainment. Foreign students who are not adapted to the living conditions in Ukraine should look for opportunities to meet their needs among fellow tribesmen, who in this case are the most important resource for the formation of personality”.

As for the actual substantial part of learning, Volobuyeva suggests paying attention to active forms of organization of the educational process: “to improve the education of foreign citizens, the educational process should be focused on active learning. As a means of developing the student’s cognitive activity, methods of active learning can be divided into methods of programmed learning, problem-based learning and communicative learning” (Волобуєва, 2014).

Indeed, the question of the conformity of the content and methods of active learning to the goals and objectives of foreign students is currently extremely relevant in the system of training. To this end, an appropriate classification of educational programs used in the education of foreigners in our country. The leading method of active learning is a method of conducting independent work with the use of specialized information technologies. The main means of such training are information technology in the form of individual programs and various types of information structures.

There are information technologies of internal and external training, external training programs (information courses) and methodological means of influencing the object of study (consultation system).

In general, the analysis showed that the issue of adaptation of foreign applicants is complex. This is emphasized by Hu Zhunsi (2016): “During the development and implementation of the program of adaptation of foreign students to the educational environment of the university were taken into account: socio-cultural, socio-psychological, ethnopsychological features of foreign students; target direction, complexity, systematicity and integrity of the adaptation process. The adaptation program is multicultural in nature, carried out in the areas of socio-cultural, socio-psychological, didactic adaptation with the involvement of all subjects of the adaptation process: teachers, curators, Ukrainian students, representatives of the university administration, foreign students” (*Xy Жунси, 2016*).

Therefore, when assessing the main features of the use of information technology and learning tools, as well as their impact on the subjects of practical activities should be based on specific conditions. Obviously, the technical capabilities of a particular type of information technology, focused on the adaptation of foreigners, must be adequate to the real capabilities of teachers. The set of factors that ensure the effectiveness of the information system requires a qualified user who can assess its effectiveness. Thus, the most important criterion for the effectiveness of modern information systems is the ability to access information resources without compromising their value. Without this criterion, even the most effective systems (including information resources of pedagogical technologies) are transformed into imitation.

Also Hu Zhun sibelieves that intercultural communication is a necessary condition for foreign applicants: “The important pedagogical conditions of successful adaptation of foreign students to the educational environment of universities Ukraine is intercultural communication all participants in the process of adaptation, based on inherent process of communicative interaction between individuals, are carriers of different cultures and have their own language code, conventions of behavior, values, customs and traditions” (*Xy Жунси, 2016*).

Let's move on to specific recommendations that can be used to improve the practice of providing educational services for foreign students. The main ones are as follows.

First, we are talking about changes in legislation that would contribute to the process of internationalization of Ukrainian education, because, as researchers write, “the entry of the national higher education system to the international level involves not only ratification of international agree-

ments in the field of educational services, but also to Ukrainian normative-legal acts on granting domestic Institutions of Higher Education relevant rights and responsibilities, the same as those of foreign universities (autonomy, academic freedoms, proper funding, etc.)” (*Степуріна, Дериховська, 2018*). The most important aspects are the development of a comprehensive Concept of language education for foreign applicants and amendments to the Tax and Customs Codes in order to remove obstacles to the financial autonomy of Ukrainian universities.

Secondly, priority should be given to “developing cooperation between institutions involved in educational migration processes (links should be established between domestic and foreign state (regional) authorities in the field of education, migration, international relations and other educational providers for intercultural). communication and effective cooperation)” (*Степуріна, Дериховська, 2018*). The most important aspect here is the establishment of parity relations between Ukrainian and relevant foreign state and regional authorities. The Ministry of Foreign Affairs of Ukraine and Ukrainian embassies and consulates have an important role to play.

Third, special attention should be paid to “the development of internal educational migration and academic mobility (priority areas for our country should be support and development of interregional educational migration through sound strategic planning and forecasting the needs of the national economy in training. At the state level has target formed state order and fairly distributed among regional Institutions of Higher Education” (*Степуріна, Дериховська, 2018*). In a pandemic, we often forget that academic mobility can be not only international but also internally Ukrainian. It is advisable to strengthen the educational direction of interregional migration because it is important in terms of exchanging the potential of scientific schools, the development of human capital in the regions, the development of tolerance, overcoming the mental stereotypes of “Easterners / Bandera” and others.

Fourth, attention should be paid to «balancing educational migration towards increasing the export of educational services (state policy should be aimed at retaining Ukrainian students and increasing the number of foreign students. “The government should strengthen control over the activities of educational recruiters representing foreign Institutions of Higher Education and promoting outflow of Ukrainian students abroad)” (*Степуріна, Дериховська, 2018*). It is important that academic mobility is on a parity basis, that there is indeed an exchange, not a “brain drain”. To this end, first, we should not go by building artificial barriers or barriers, but by creating conditions for student development and a clear career perspective. Ukrainian students will go to European universities, receive

unique training there and be able to learn many useful things there. And, secondly, by promoting Ukrainian higher education abroad. It is necessary to take care of the introduction of a transparent mechanism for enrollment of foreign students, the effective training of applicants (especially language), the creative component of learning, the fight against stereotypes, the introduction of new courses and educational programs, because currently the lion's share is one specialty – “Medicine”.

Fifth, we should pay attention to “intensification of international educational activities (in order to be competitive and occupy leading positions in the world rankings of the best educational systems, our state must take an active part in international educational, scientific and cultural projects, foreign educational markets to attract foreign students, deepen international cooperation, domestic scientists should present their scientific achievements in the international educational arena, etc.” (*Степурина, Дериховська*, 2018). It is especially important in this context to take a proactive position, initiate and create international A separate block is the development of the reputational capital of Ukrainian scientists, scientific schools, departments, because at the second (master's) and third (doctoral) level for a potential applicant is important not only the name of the specialty or brand higher, and above all the world reputation of the scientist to whom he purposefully goes and in whose scientific group / laboratory he wants to work on the research topic.

The main problem, as our research has shown, is the extremely low level of proficiency in foreign applicants who come to Ukraine as languages of international communication (primarily English). The same applies to most teachers of Ukrainian universities who work with these students, as well as the lack of teaching materials in English. In this context, it is recommended to break down courses for foreign applicants according to the levels of language training. That is, more prepared students study more complex material, and weaker – have the opportunity and additional time to improve their language level. In general, there is a need to develop a complex Concept for improving educational policy in the language of foreign students.

Conclusions

The available empirical material makes it possible to identify the following types of foreign applicants: The first (dominant) type – English-oriented “pragmatists” (55% of respondents). These students are active in both academic and research work, take an active part in the life of the

university, mostly from Africa (Algeria, Nigeria, etc.), Asia (China, India, etc.) and South America (Ecuador, etc.). The second type consists of Russian-oriented “phlegmatics” (24% of respondents). These students show almost no extracurricular activity, they are mostly students from Turkmenistan, Uzbekistan, other post-Soviet countries, as well as from Turkey. The third is foreign students who are Ukrainian-oriented «dreamers» (21% of respondents). This is a heterogeneous group, both geographically and nationally. They have studied the Ukrainian language specifically to study in Ukraine.

There is a need to develop a comprehensive strategy for improving educational policy on the language of instruction of foreign applicants. The main recommendations that should be included in the strategy are as follows. *At the legislative level*: changes in legislation that would contribute to the process of internationalization of Ukrainian education, in particular the financial and managerial autonomy of universities; ensuring adequate funding of the education sector in the state budget (to compete for foreign applicants, we must offer good living conditions and developed educational and scientific infrastructure); at the legislative level to remove barriers and simplify the procedure for recognition of foreign diplomas; to create favorable conditions in Ukraine for the careers of young people who have already received their education abroad and are considering returning. *At the executive level*: development of cooperation between the authorities of the countries involved in the processes of educational migration; balancing academic mobility towards increasing the export of educational services; intensification of international educational activities of Ukraine (promotion of projects of Ukrainian scientists, etc.); combating corruption and nepotism in higher education and ensuring the prestige of the teacher's work in society; intensification of cooperation between stakeholders (the market of educational services and the labor market); monitoring academic mobility in Ukraine and the world; support and development of interregional (interregional) academic mobility within Ukraine. *At the institutional level*: strengthening the humanitarian component of training; providing the foreigner with the necessary amount of knowledge, rules of communication and communicative exchange; promoting the successful adaptation of foreign applicants (including through the involvement of other students who have already passed this path); differentiated approach to foreigners, taking into account the specifics of a particular country (China, Turkmenistan, etc.); taking into account the age characteristics of the contingent of foreign applicants; orientation of the educational process on active forms of interaction (programmed learning, problem-based learning, communicative learning, etc.).

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